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ABSTRACT

This report presents the conclusions and recommendations of the Indian Valley campus (California) community task force to the Marin Community College District trustees. The trustees appointed the Indian Valley campus task force in 2000 to study options for the educational vitality, fiscal sustainability, and community benefit of the campus. This paper is the culmination of several task force meetings; it presents a background on the Indian Valley campus, options and strategies for viability, recommendations, and appendices. Highlights include: (1) enrollment at the campus is declining and existing buildings are poorly designed for student needs; (2) technology-based instruction should play an expanded role at the Indian Valley campus if it is to adequately perform its educational role; (3) four possible, major areas for program excellence include biotechnology and bioinformatics, environmental sustainability, health and wellness, and contract education; (4) the Indian Valley campus must develop new partnerships and strengthen existing ones, especially with businesses in the biotechnology and information technology realms; (5) the board might consider consolidating Indian Valley campus with Kentfield campus; and (6) converting Indian Valley campus into a viable academic operation requires a full-time professional to conduct outreach and market campus programs. Further recommendations for program revitalization, community partnerships, and alternative uses are included. Appended are a list of offers at nearby community colleges, a Marin Independent Journal article, and a description of a Dominican University program. (EMH)

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ED 459 896

COLLEGE OF MARIN
INDIAN VALLEY CAMPUS

IDENTIFYING OPTIONS FOR ACHIEVING A VIABLE CAMPUS

Report

For the
Marin Community College District
Board of Trustees

November 2000

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SECTION I: EXECUTIVE SUMMARY

The purpose of this report is to present to the Marin Community College District trustees the conclusions and recommendations of the IVC Community Task Force concerning options for the future viability of the IVC campus in Novato and the College of Marin in general. In its letter dated May 10, 2000, the College of Marin appointed the task force to "study options for the educational vitality, fiscal sustainability and community benefit for the College of Marin's Indian Valley Campus." Options to meet these objectives were developed and refined at early meetings of the task force, and are discussed within the report.

The task force conducted seven meetings during the period May 9-November 8, 2000, and many members also attended two community workshops to receive public comment.

Before discussing the various options in detail, the members of the task force want to emphasize four "driving forces of change" that we believe are critical to the success of any IVC revitalization plan.

First, the Board of Trustees must be committed to a viable Indian Valley Campus.

Shifting courses from IVC to Kentfield has resulted in declining enrollment at the Novato campus. This decline occurred despite the northward shift in the county's college-age population to San Rafael and Novato. Further cause for concern should be a recent survey of graduating seniors at high schools in Novato that indicated that more than twice as many students planned to attend Santa Rosa Junior College as the total for IVC and Kentfield combined.

College trustees must examine the causes of declining enrollment at IVC and take corrective action to reverse unsatisfactory trends. College administration has described enrollment at the two campuses as essentially a "zero sum" situation. The task force disagrees, because numerous opportunities exist to grow total enrollment by targeting adults who need continuing education courses and businesses in expanding technology-oriented industries that require a highly skilled workforce.

A firm commitment by college trustees to the academic and financial success of IVC is the most critical element in any sincere attempt to revitalize the campus and to provide the following (not necessarily in order of preference):

- Core programs so students can complete their general education requirements at Indian Valley Campus, and continuing education students can further their skills
- Centers of excellence in technology, biotechnology, environment, and health/wellness
- Courses and programs responsive to the educational needs of area businesses and the community
- Financial sustainability for the community college district using assets at both campuses.

Second, the Community College District needs to develop a master plan for North Marin, including IVC facilities, in conjunction with Novato City and school officials and neighborhood representatives.

College administrators and trustees cannot operate in a vacuum without community involvement and support. The concept of building affordable housing at IVC has become a lightning-rod issue that has caused tensions between the college district on one side, and the Novato residents and their elected officials, whose support is needed to make any revitalization effort succeed. Instead of defending a plan that, however well-intentioned, was poorly conceived and not coordinated in advance with the Novato community, college administrators and trustees should focus on areas of mutual agreement that can be implemented promptly. "Circling the wagons" to defend previous positions may appeal to some. However, it defies common sense to attempt to force on the Novato community a "solution" to IVC financial problems that merely prolongs the current public rancor and almost certainly will result in protracted legal obstructions and other voter initiatives that will paralyze efforts to gain community support. Already, more than 14 months have passed without any visible progress. It is time to move forward with a positive outlook.

The task force believes there are intriguing opportunities to significantly enhance revenue at IVC by encouraging the formation of Academic-Business Partnerships with rapidly growing companies in the Bay Area that urgently require space for facilities and a trained workforce. These firms may be willing to furnish "seed money" to jump-start specific educational programs. Participating companies should be encouraged to do the following: lease space and/or construct new facilities in the core area of IVC (located within the perimeter road), provide technical instructors to supplement and train IVC faculty, supply computer equipment and network capabilities, sponsor student internships, help advertise and promote enrollment, and engage in other activities that are financially and academically beneficial to IVC.

Based on the explosion in initial public offerings by companies in the biotechnology industry, it is clear that bio-med and bio-ag will generate significant numbers of new jobs that require specific technical skills. The major presence of Genentech and Chiron in the Bay Area will spawn dozens, if not hundreds, of start-up companies. The Buck Institute for Age Research, the new Novato Community Hospital, and the growing biotechnology firms in North Marin provide the opportunity for additional synergies with IVC.

Additional opportunities exist to grow revenues and enhance the academic image of IVC by partnering with four-year public and private colleges and universities that may want to establish or expand positions in North Marin through collaborative, non-competitive relationships.

The community college district should immediately establish a working committee that includes Novato planning department staff and neighborhood representatives to pursue these objectives. This group should determine how the IVC core area inside the perimeter road can be more fully utilized by academic-business partnerships. Such uses should provide increased revenues to the college district but also be acceptable to the nearby neighborhoods (in terms of noise, traffic, and congestion) and should not encroach on existing open space.

Third, a "Champion" is required to ensure IVC revitalization.

Converting IVC into a viable academic operation requires a full-time professional who combines a unique blend of marketing skills, financial acumen, and business contacts. This professional should have the responsibility and authority to conduct outreach to existing and new businesses and their employees, to seek out business partners that can provide seed money and other resources, to help develop customized academic programs, and to market those programs to the community. The Marin Community College District currently employs no such person. This position should be filled as soon as possible, certainly no later than the end of the spring semester. The College of Marin should completely fund the "Champion" position for the first year. COM funding for the second year should be 75%, and the third and subsequent years should be 50%. COM funding should be complemented with grants, funds from businesses, and other sources to ensure that the district can obtain the full-time services of a professional to serve as the IVC "Champion."

Fourth, an Advisory Board of leading business executives should be appointed.

An Advisory Board of leading business executives should be appointed to advise the college district and the IVC task force on the training needs of the workforce and local industry, so that the curriculum and programs can be focused on meeting the current and emerging needs of the Bay Area marketplace.

CONCLUDING RECOMMENDATIONS

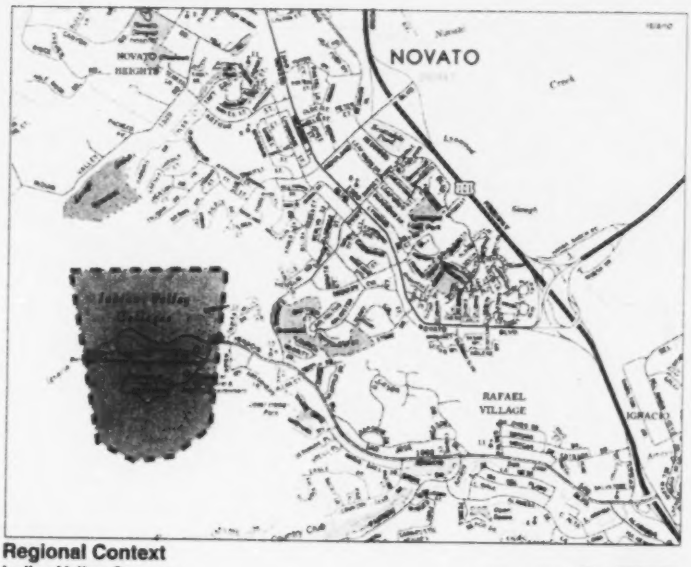
Most task force members are committed to ensuring the preceding recommendations are implemented to make both Community College campuses viable and serve all of Marin's educational needs. To that end, the task force recommends that the Board of Trustees develop a detailed action plan that includes specific milestones, timelines and completion dates, and individuals responsible. Initially, trustees should focus on the near-term actions that are specifically identified in this report. These actions can be undertaken beginning now, with an expected completion date within the next three years. However, the trustees also should be prepared to address the longer-term options described later in this report. To assist in this effort, those members of the IVC Community Task Force who are interested would form the nucleus of a continuing group (task force or other designation). This group would meet quarterly to monitor progress and to make additional recommendations to the trustees as appropriate. It is critical that the Board of Trustees fully use outside expertise, such as the Advisory Board of Business Executives, at all levels. Further, the task force encourages the trustees to continue their practice of meeting regularly at the IVC campus. These meetings should be publicized in advance. Establishing an IVC web site and televising board meetings on the educational access channel would further disseminate information about IVC.

SECTION II: INTRODUCTION

Background

Purpose

The purpose of this report is to present to the Marin Community College District trustees the conclusions and recommendations of the IVC Community Task Force concerning options for the future viability of the IVC campus in Novato.



Regional Context
Indian Valley Campus
College of Marin

Indian Valley Campus

The campus occupies a 333-acre portion of what was originally the Pacheco Ranch. The Marin Community College District purchased most of its property in 1966. The site is mostly sloping and is bounded by high ridges to the north and south. Level land for possible development is quite limited, with streambeds, ridges, and hills dominating the site. The following table summarizes current land use:

Land Use	Acreage
Building Coverage	35 acres
Sports Facilities	5 acres
Parking	15 acres
Undeveloped	278 acres
Total	**333 ACRES**

Assumptions

The Indian Valley Campus was originally built based on several assumptions including:

- An increasing school-age population,
- High proportion of full-time student enrollment,
- Education through small group interaction, and
- Continually increasing State funding.

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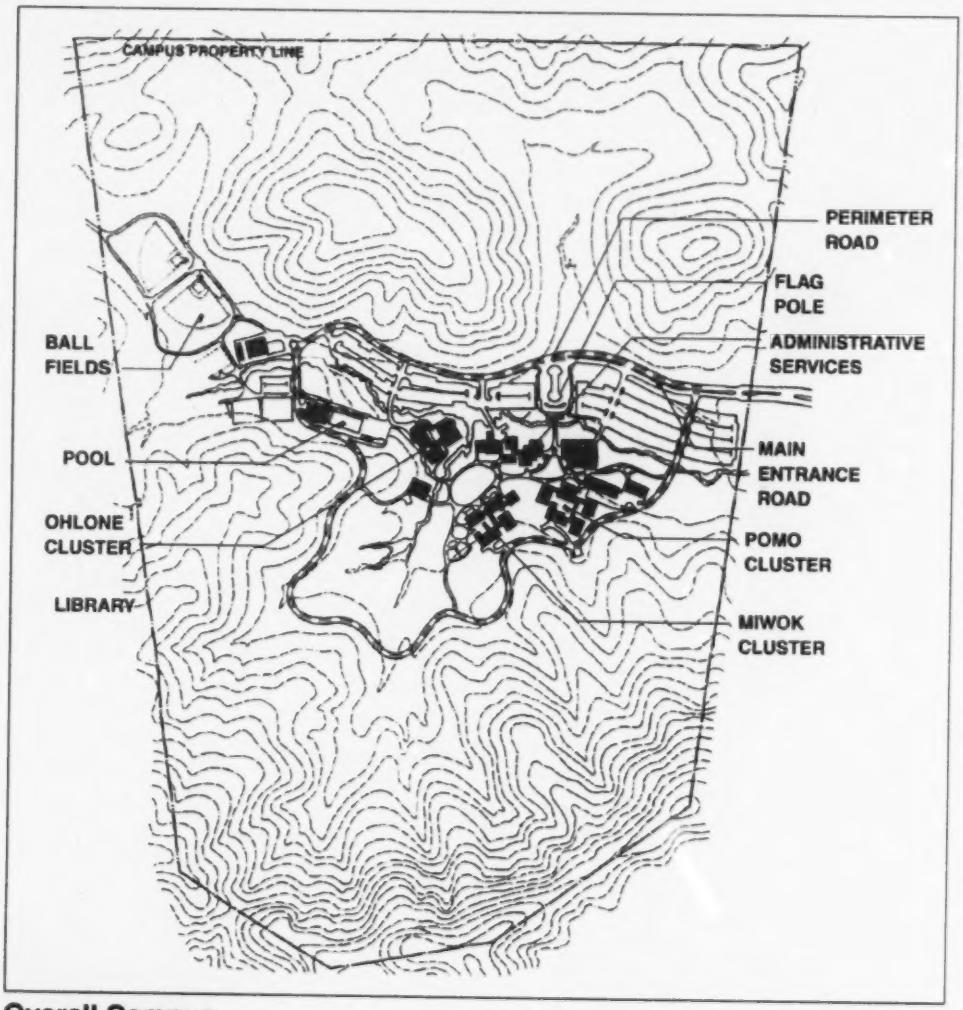
Indian Valley Campus Today

The campus is now characterized by several conditions and issues that do not necessarily adhere to the assumptions that originally guided construction of the campus, including the following:

- Enrollment is declining;
- Expectations for technology are increasing, requiring fiber optics, DSL, microwave, etc. on campus;
- Facility and equipment need upgrading and expansion, e.g. a student center;
- Existing buildings are poorly designed for student needs (but could be modified without major structural change); and,
- Financial resources per student are significantly less than Kindergarten to 12th grade (K-12), University of California, and California State University systems.



Overall Campus
Indian Valley Campus
College of Marin

Task Force Appointed

The Community Task Force, advisory to the College President and the Board of Trustees, has been formed to explore options for achieving a viable future for the College of Marin's Indian Valley Campus.

Community Task Force Members

Joyce Applen
Marin Conservation League

Chuck Bennett
Novato Chamber of Commerce

Carole Dillon-Knutson
Novato City Council

Joseph E. Doherty
Former MCCD Trustee

Pat Eklund
Novato City Council

Elizabeth Eshoo
Buck Institute for Age Research

Charles Gompertz
College of Marin Foundation

Glen Harrington
Novato Business Education Round Table

Michael Juric
Novato Unified School District

John Levinsohn

Bill Long
Ignacio Neighborhoods Committee

Mickey Mantle
Digital Village Foundation

Cynthia Murray
Marin County Board of Supervisors

Herb Nienstadt
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Kris Organ
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Marin Community Foundation

Hugh Scott
Ignacio Neighborhoods Committee

Rodrigo Silveira

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San Rafael School District

Patsy White
League of Women Voters

Cecilia Zamora
San Rafael Chamber of Commerce

(*) Denotes inactive member

Charge of the Community Task Force

By College of Marin letter dated May 10, 2000, the Task Force was charged "to study options for the educational vitality, fiscal sustainability, and community benefit for the College of Marin's Indian Valley Campus."

At its first meeting on May 15, 2000, the task force adopted the above direction as its mission statement and expanded it to include "giving the Board of Trustees the best community wisdom on this subject by the end of October 2000. Specifically, the Community Task Force is charged with arriving at a set of options for the Indian Valley Campus that:

- Take into account the "Good of the College", the entire institution;
- Provide Marin-wide benefits;
- Demonstrate sensitivity to local community needs and concerns;
- Meet community needs and gain political acceptance

At the next meeting, it was agreed that the above items should be revised and used as criteria to evaluate the various options to be studied. Task force members agreed that options must:

- Fit the academic mission;
- Achieve community benefit and be politically acceptable;
- Be financially feasible

The Task Force members believe that the strategies, options, and specific actions described in the Executive Summary and discussed in detail throughout the report fully respond to the charge of the task force, as set forth by the trustees, and meet the supporting criteria as established by the task force members.

Community Task Force Planning Process

- Identify and confirm a range of options
- Analyze Options
- Evaluate and narrow options
- Prepare Findings and Recommendations

SECTION III: OPTIONS

As part of the planning process, the Community Task Force examined a variety of options for increasing the vitality of the Indian Valley Campus. Potential options were derived from four principal sources:

- President's Annual Report and Preliminary Recommendations for Strengthening Indian Valley College, September 29, 1982
- Report of Citizens Advisory Project Team on Land and Facilities Use, May 24, 1983
- Community Task Force meetings
- Community Workshops

Analysis of Options

The analysis of options leading to Community Task Force recommendations was an iterative process, with the consultant (MIG) bringing information to the Task Force and the Task Force critiquing the ideas, asking questions, clarifying and redefining the options.

Evaluation Criteria, a Multi-Objective Approach

The following list of criteria for evaluating potential IVC options was generated from discussions with the Community Task Force.

- Option must fit the **Academic Mission**
- Option must achieve **Community Benefit** and be **Politically Acceptable**
- Option must be **Financially Feasible**

Strategies

The Task Force discussed four main strategies for revitalizing IVC.

- Program-based
- Partnerships (academic and business-oriented)
- Alternative Uses
- Campus Consolidation

Program Revitalization Strategy

Research for this strategy included assessing the regional demand for employees. Demand will be highest in knowledge-based industries. These industries will drive economic growth in the Bay Area and in Marin County. Knowledge-based industries are expected to be the growth sectors of the future because they concentrate on products and industries where innovation, originality, and design can overcome labor or raw material cost advantages. Their emphasis on high quality *thinking* makes the Bay Area heavily dependent on the cognitive ability of its labor force and educational system to remain competitive in a global economy.

As indicated in the table below, industries that will see the largest increases in employment over the next twenty years are:

- Computers and Electronics
- Telecommunications
- Multimedia
- Movie and TV Production
- Biosciences
- Environmental Technology
- Travel and Tourism

Industry Cluster	1995 Employment	Payroll / Employee	Growth Rate (1995-2020)
Computers and Electronics	117,043	$51,500	64%
Telecommunications	79,499	$51,800	55%
Multimedia	62,063	$46,400	75%
Movie and TV production	43,012	$52,400	81%
Biosciences	30,033	$49,700	51%
Environmental technology	13,540	$48,700	53%
Travel and Tourism	88,000	***	46%

Potential Students Highly Likely to Seek Computer Training

Eighty percent of new jobs in high-tech industries require specialized continuing education and basic technology skills, which can be provided at the community college level.

Biotechnology May Provide a Special Niche for IVC

Biotechnology-related industries, including medical, engineering, industrial, and agricultural, are expected to enjoy especially rapid growth over the next few decades. In many respects, biotech is where the computer revolution was in the early 1970's. North Marin provides an especially fertile area for job growth and technical training in the biotech arena because of the immediate presence of the Buck Institute for Age Research and major biotech firms in the Bay Area. As growing biotech businesses seek space for facilities and a trained workforce, IVC may be able to capitalize on its underutilized campus as a source of both office space, research and development, and technical training.

Funding Continues to be Constrained

In recent decades, funding for community colleges has decreased, despite the premise that community colleges are primarily responsible for providing equal access to education for the majority of college-going Californians. Many fear that this decrease in funding will make college unaffordable and inaccessible for many of California's poorer residents to the detriment of the state as a whole. Research shows that the real wages of individuals who have not had any college education promises to decrease significantly in the next 20 years.

Skills Required for Emerging Clusters

Eighty percent of new jobs in high-tech industries require specialized education and basic technology skills, which can be provided at the community college level. These jobs also require continuous retraining to upgrade skills. The rapidly changing nature of the biotechnology and information technology industries has dramatically impacted on the types and duties of entry-level positions. Employers expect entry-level workers to have general education and technical expertise in areas that include, but are not limited to, the following:

- Word processing
- General computer systems
- Windows and other operating systems
- Networks (local and wide area)
- Database systems
- Spreadsheets
- Laboratory technical training
- Web design and E-business
- General education requirements
- Multimedia
- Movie and TV production

Industry Clusters: Industry Clusters in the Bay Area

An industry cluster is a group of businesses that tend to locate and grow in close relation to one another. By examining these clusters, researchers can anticipate growth and contractions in a regional economy.

As indicated in the following two tables, knowledge-based industries related to computer technology, biotechnology, and environmental technology are expected to see dramatic growth in the Bay Area.

Furthermore, Marin County is expected to rank third among the nine Bay Area counties in terms of knowledge-based industry growth.

From these tables, it is clear that technology-based instruction should play an expanded role at both community college campuses in Marin County if the college is to adequately perform its educational role.

San Francisco Bay Area Knowledge-Based Industry Clusters

Industry Cluster	1995*	2020*	% Increase
Computers and Electronics	114	187	64%
Telecommunications	87	135	55%
Multimedia	64	112	75%
Movie/TV Production	37	67	81%
Biotechnology	35	53	51%
Environmental Technology	15	23	53%
Travel and Tourism	133	194	46%
Subtotal	485	771	59%
All Bay Area Industries	3,028	4,398	45%

* In thousands of employees, Source: ABAG

Knowledge-Based Industry Job Growth in the San Francisco Bay Area, 1995-2020

County	Percent Change
Santa Clara	35%
San Mateo	28%
Marin	**19%**
Alameda	18%
Napa	17%
San Francisco	13%
Contra Costa	12%
Sonoma	9%
Solano	7%

Source: ABAG, Bay Area Economic Forum

Four Major Areas for Program Excellence

Technology

The purpose of the Technology Center of Excellence is to provide a cluster of related academic offerings including hands-on training that will prepare students for a career in the computer industry or prepare them for job where a working knowledge of technology is required. Technology is part of the programs at IVC but needs to be substantially expanded and emphasized, including the existing multimedia programs. Technology will be a separate field of study as well as be integrated into other academic programs.

Biotechnology and Bioinformatics

The major presence in the Bay Area of biotech giants Genentech and Chiron, and the Buck Institute, fortified with the explosion of new public offerings in the biotech arena, augur well for significant job growth in biotechnology firms. The need for physical facilities and technical training is especially urgent now, because of the human genome project and follow-up research.

The purpose of the Biotechnology and Bioinformatics Center of Excellence is to provide a cluster of related academic offerings including hands-on training that will prepare students for careers in biotechnology and computer-related technology used to decipher genetic code and determine how genes interact to promote health or cause disease. Academic and business partnerships will be required with existing and new biotech-related companies in the Bay Area, many of which are expected to need additional facilities to support their growth.

Environmental Sustainability Program

The purpose of the Sustainability Center of Excellence is to provide a cluster of related academic offerings that will prepare students for a career in environmental studies. These studies could include courses like habitat preservation and enhancement, pollution control, hazardous waste and water quality, environmentally-sensitive land use planning, and best practices in creating wetlands or other environmental enhancements. A focus on the environment has been identified as an institutional strategic priority. Technology will be integrated into the program at all levels. Various means will be used to reach students of all ages.

Health and Wellness Program

The purpose of the Health and Wellness Center of Excellence is to provide a cluster of related academic offerings including hands-on training that will prepare students for careers in health care, and in nurturing people who are ill, physically or mentally. Health and Wellness is identified as a strategic institutional priority that is a topic of great interest to the residents of Marin County.

Technology will be integrated into the program at all levels. In order to have a financially viable program, academic and business partnerships will need to be established with organizations like the Buck Institute, the new Novato Community Hospital, Kaiser Permanente, Eldercare, and YMCA.

Other Academic Program Options

Contract Education is the provision of courses for a particular public or private entity in a subject or subjects of particular interest to that entity. These courses can be delivered on campus or at the place of business of the client. Other academic program options could include:

- Offer Contract Educational Services
- Enhance Liberal Arts / Transfer courses
- Offer introductory teacher training and certification

Program-Based Strategy Analysis

Student Population Trends

As indicated in the table below, the size of the school-age population will decrease in Marin County over the next two decades. Therefore, the College of Marin cannot rely solely on an increasing number of high school students to matriculate to IVC.

A very conservative scenario suggests that aggressive outreach to Marin County high schoolers might not generate a significant growth in enrollment. For example, a 5-year projection that can attract 5% of students that would attend 4-year institutions along with 20% of students that would attend other community colleges in addition to the projected number of high school graduates would result in an increase of 190 students, or 3% institutional growth.

On the other hand, reversing the trend of graduating Novato high school seniors who overwhelmingly prefer Santa Rosa Junior College over both IVC and Kentfield would improve enrollment. Furthermore, the above numbers do not take into account the number of continuing education students who would enroll to maintain or improve their technology-related skills, as discussed earlier, or who would enroll as the result of partnerships with private businesses and other public and private academic institutions. Additional enrollment could come by offering distance learning courses.

In each instance, IVC and Kentfield collectively must develop an aggressive marketing program that informs the target markets of enhanced programs. In this respect, College of Marin officials should strongly consider discussing the "lessons learned" that helped neighboring Dominican University of California achieve a dramatic turnaround in its financial strength and academic prestige.

Population Change Among San Francisco Bay Area Children, 2000-2040

County	Percent Change
Contra Costa	35%
Solano	33%
Napa	29%
Sonoma	25%
San Mateo	13%
Alameda	11%
Santa Clara	11%
San Francisco	-2%
Marin	**-27%**

Source: ABAG, California Department of Finance

Offerings at Nearby Community Colleges

This information is contained in Appendix A.

College of Marin Business Model

Community Colleges are funded on a formula basis from the State. These funds are a function of local property taxes, State subventions, and tuition set by the State. A local district can receive up to the maximum of the formula. In effect, this means any increase or decrease in tuition has no impact on the amount the local district receives. Likewise, increases or decreases in property taxes do not change local income unless total exceeds significant threshold. Currently, only one community college in the State is affected.

According to the Marin County Auditor/Controller, Richard Arrow, the College of Marin should potentially receive enough property tax within the next two years to no longer be capped on a per-student basis. Moreover, significant fund increases should continue to be generated in the future as property values increase.

Currently, the funding formula will pay for growth based on changes in high school enrollment and local population increases. College of Marin could receive funding for any growth in 2000-2001 up to only 2.2%. Enrollment growth above this level would be unfunded. Out-of-State and foreign student enrollment does not count in this growth limit. In 1999-2000, California community colleges' per student funding was:

- 28% below the national average for community colleges
- 28% below the average received by California K-12 districts
- 57% below CSU
- 71% below UC

According to COM officials, scheduled maintenance project costs in the current 5-year plan for IVC come to a total of $2,605,000, or $521,000 per year. Costs for the expected increased needs, which include providing basic support services for students and the proposed expenditures for physical plant, combine for a cost of about $530,000 per year. The task force

was not provided any comparative cost data for the Kentfield campus, and these costs also should be reviewed, because they may be higher than those for IVC.

Facilities maintenance costs at IVC could be offset, at least partially, by expanding small, poorly-designed classrooms to accommodate students who now are turned away because of classroom size. Specifically, many of the interior walls in the instructional clusters are not load-bearing. Therefore, they could be removed or relocated without major structural changes and without incurring substantial cost.

Without the change in tax-based funding outlined above, it would appear that the financial problem will be difficult to address by expanding programs. For example, if the College of Marin grows at 1% per year for the next five years (State projection) and two-thirds of the growth occurs at IVC, then IVC will grow by 210 students at the end of those five years. Class size becomes a critical factor to the financial status of the courses. Given the above scenario after five years, if an average class size of 30 students per class can be maintained, IVC will have a net revenue of $206,170. However, if IVC attracts only 19 students per class, IVC will suffer a net loss of $108,280. Theses data were provided by COM administration.

However, these numbers do not account for potentially increased numbers of continuing education students and distance learners who could be attracted to IVC by placing greater emphasis on technology-oriented programs and courses.

Students from out-of-state, including international students, could improve net revenue. According to COM administrators, in the above scenario after 5 years with an increase of ½% annual growth of out-of-state or international students and an average class size of 30 students per class, IVC will have a net revenue of $464,820 (compared to revenues of $206,170). If IVC attracts only 19 students per class, IVC will only suffer a net loss of $6,850 (compared to a loss of $108,280).

Academic and Business Partnership Strategy

Options include developing new partnerships and strengthening existing ones. Potential academic partnerships include increased collaborations with 4-year institutions and creation of a Middle College that offers a mixture of advanced, college-prep high school and college courses.

Business partnerships can include leasing space in existing and new facilities for a variety of growing companies in biotechnology and information technology industries. Ideally, these companies will be willing to engage in a variety of activities that promote both the financial and academic viability of IVC. These may include providing technical instructors to supplement and train IVC faculty, providing computer equipment and network services, sponsoring student internships, advertising and promoting job-related courses at IVC, and enrolling their own employees in continuing education courses at IVC.

The task force believes that academic/business partnerships will be welcomed by IVC neighbors, the larger Novato community, and their elected officials as a sound option to make IVC fiscally sustainable. Accordingly, this strategy merits serious consideration for immediate approval and implementation.

Alternative Uses Strategy

It has been suggested that College of Marin should consider alternative uses, such as leasing existing or new facilities to business partners, student and faculty housing, and permanent open space.

The task force believes that the trustees should seriously study only those options that realistically can be implemented in a timely manner and that will generate community support. Housing clearly has become a lightning rod of community opposition because of the precedence it would establish for future land use at IVC.

Trustees should recall the prolonged EIR fight over an issue as relatively minor as lighted ball fields at IVC. Any housing proposal at IVC is almost certain to lead to costly, time-consuming legal proceedings and perhaps ballot measures over jurisdictional issues.

Common sense suggests that trustees should adopt measures that will be supported by the neighborhoods near IVC, the larger Novato community, and their elected officials. Attempting to force alternative uses in defiance of local community needs and interests surely will serve only to undermine the community and business support that is essential to revitalize IVC. Moreover, potential business or academic partner of IVC would not likely risk time and money examining uses of the campus if they believed that they would not gain necessary community support.

Neighborhood representatives and elected officials have indicated they would be receptive to using the core, developed area of IVC for business and academic partnerships, thereby stimulating revitalization efforts by providing additional revenues and enhancing the academic image of IVC. The trustees should seize upon these positive and immediate opportunities. As recommended earlier, trustees should support establishing a small working group of College of Marin planners, Novato officials, and neighborhood representatives. The working group should be limited to those who actually have the ability to gain the needed support of the college and the local community to implement ideas.

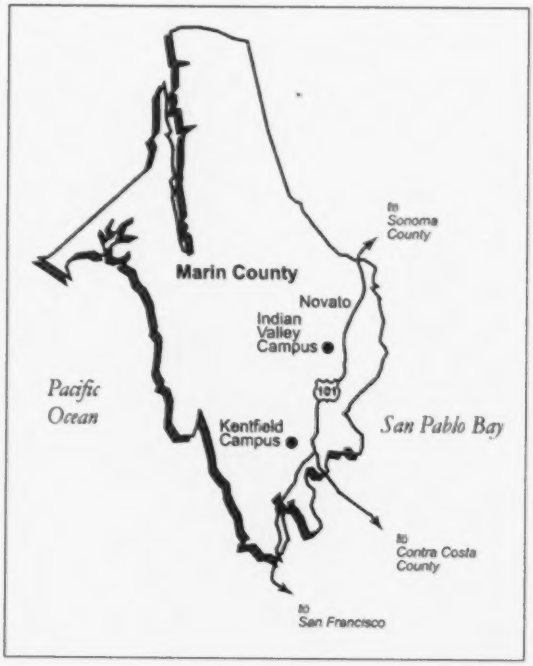
If College of Marin trustees determine that leased housing for students and faculty would materially add to the financial viability of the school district, then they should consider the following examples:

- Lease or purchase apartments from among the 708 affordable units to be built on base at Hamilton Field; and/or
- Advertise to "empty nester" households throughout Marin County in order to place foreign and out-of-state students. Renting spare bedrooms should be especially appealing to seniors who live on fixed incomes.

Campus Consolidation Strategy

The task force believes that studies for the viability of both the IVC and Kentfield campuses should be divided into short and long term components

Discussion and recommendations contained in this report primarily are short-term, covering actions that the task force believes can be accomplished within the next three years, provided that implementation begins now.



If these measures are not successful, then College of Marin should consider alternatives to the current two-campus district. Alternatives may include:

- Closing the Kentfield Campus and consolidating at Indian Valley Campus,
- Closing Indian Valley Campus and consolidating at Kentfield, or
- Closing both existing campuses and consolidating at a new site that is centrally located and closer to the Highway 101 corridor.
- Partnering with other private or public educational institutions that can meet the needs of the community, such as the E-business program recently announced by Dominican University.

These options obviously have longer-term implications that require considerable demographic, economic and political analysis, which is not the subject of this report. Those options should not be construed as a cause for delaying prompt implementation of recommendations contained in this report.

SECTION IV: RECOMMENDATIONS

Overall Recommendations

The following recommendations cover short-term actions that the IVC Task Force believes should be implemented beginning now with the objective of completion within three years.

The Board of Trustees and college administration must be committed to a viable Indian Valley Campus.

Diminished program offerings, postponed facility maintenance, decreasing student population, and limited state funding have taken their toll on the Indian Valley Campus. The College of Marin must reverse these conditions by increasing the number and quality of courses that include:

- Core programs so students can complete their general education requirements at Indian Valley Campus, and continuing education students can further their skills
- Centers of excellence in technology, biotechnology and bioinformatics, environmental sustainability, and health and wellness
- Courses and programs responsive to the educational needs of area businesses and the community

The Community College District needs to develop a master plan for North Marin, including IVC facilities, in conjunction with Novato city and school officials and neighborhood representatives.

The task force believes there are intriguing opportunities to significantly enhance revenue at IVC by encouraging the formation of Academic-Business Partnerships with other four-year colleges and universities and with rapidly growing companies in the Bay Area that urgently require space for facilities and a trained workforce. These firms may be willing to furnish "seed money" to jump-start specific educational programs. Participating companies should be encouraged to lease and/or construct new facilities in the core area of IVC (located within the perimeter road), provide technical instructors to supplement and train IVC faculty, supply computer equipment and network capabilities, sponsor student internships, help advertise and promote enrollment, and engage in other activities that are financially and academically beneficial to IVC.

The community college district should immediately establish a working committee that includes Novato planning department staff and neighborhood representatives to pursue these objectives. This group should determine how the IVC core area inside the perimeter road can be more fully utilized by academic-business partnerships. Such uses should provide increased revenues to the college district but also be acceptable to the nearby neighborhoods (in terms of noise, traffic, and congestion) and should not encroach on existing open space.

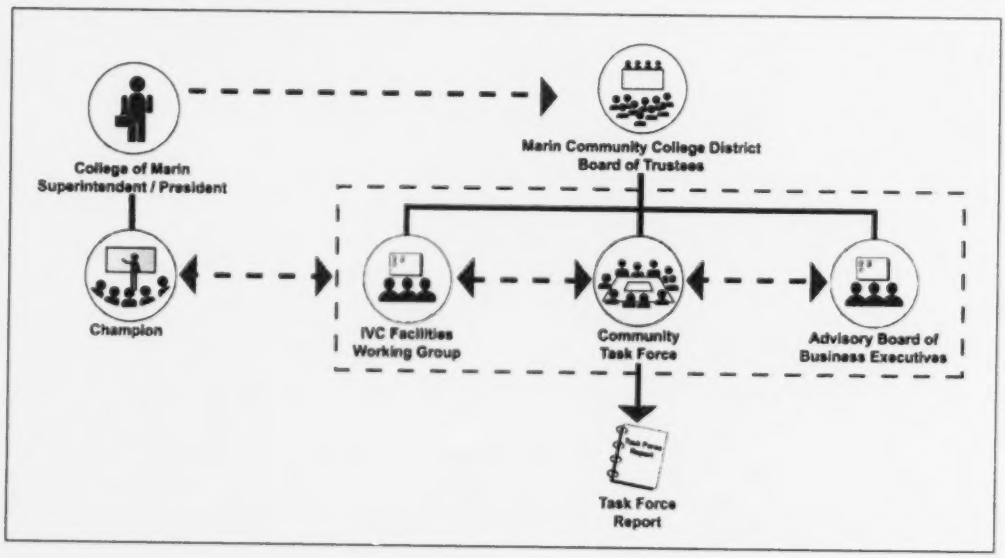
A "Champion" is required to ensure IVC revitalization.

Converting IVC into a viable academic operation requires a full-time professional who combines a unique blend of marketing skills, financial acumen, and business contacts. This professional should have the responsibility and authority to conduct outreach to existing and new businesses and their employees, to seek out business partners that can provide seed money and other resources, to help develop customized academic programs, and to market those programs to the community.

The Marin Community College District currently employs no such person. This position should be filled be a new hire as soon as possible, certainly no later than the end of the spring semester. The College of Marin should completely fund the "Champion" position for the first year. COM funding for the second year should be 75%, and the third and subsequent years should be 50%. COM funding should be complemented with grants, funds from businesses, and other sources to ensure that the district can obtain the full-time services of a professional to serve as the IVC "Champion."

An Advisory Board of leading business executives should be appointed to advise both the trustees and the IVC Task Force.

The organizational chart below shows the recommended organizational structure for the implementation of the task force Report.



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Concluding Recommendations

Most task force members are committed to ensuring the preceding recommendations are implemented to make IVC viable and serve North Marin educational needs. To that end, the task force recommends that the Board of Trustees develop a detailed action plan that includes specific milestones, timelines, completion dates, and individuals responsible for the short-term options discussed in this report. To assist in this effort, interested members of the IVC Community Task Force should meet quarterly to monitor progress and to make additional recommendations to the trustees as appropriate. Further, trustees should enhance communications about campus activities by publicizing their meetings at IVC and televising board meetings.

Specific Recommendations

Program Revitalization (PR)

PR1. Pursue one or more areas of academic program excellence. Four recommended areas for consideration are Technology, Biotechnology and Bioinformatics, Environmental sustainability, and Health and Wellness.

PR2. Shift a selection of core programs from the Kentfield campus to the Indian Valley Campus. In addition, offer all general education courses (those required for Associates degrees and suggested for transfer to four-year schools) at both campuses.

PR3 Develop a pro-active marketing campaign that targets students and adults in the North Marin area. Marketing should include "campus open house" meetings between prospective students and faculty members, quality presentations at campuses and area businesses, active involvement in the Novato Business Education Roundtable, participation in Novato Chamber of Commerce activities, advertising on radio, television, and printed media. Dominican University of California administrators should be asked how they successfully expanded program offerings and marketed them to a Marin County audience as well as to foreign and out-of-state students. A *Marin Independent Journal* news story concerning Dominican University's new e-business major is reproduced at Appendix B.

PR4. Seek outside funding to help support programs, although do not rely on this as a sole means of funding the College

PR5. Upgrade physical facilities through classroom enlargement, renovation, and expansion

PR6. Establish a student center to generate vitality on campus

PR7. Support the College of Marin Foundation in its community-based fundraising for the College

PR8. Consider alternative educational program delivery models, such as distance learning and internet-delivery of course material

Community (Academic and Business) Partnerships (CP)

CP1. Hire an IVC "champion" to serve as a full-time advocate for IVC and to focus on partnership development and to assist in developing technology-oriented program offerings.

CP2. Aggressively pursue business and academic partnerships. Partnerships in technology fields, particularly with biotechnology and telecommunications companies, should be developed. Opportunities for partnerships in the biotech field, especially in the growing area of bioinformatics, appear to be especially promising.

CP3. Obtain seed money from local foundations and / or potential partners to fund new and existing programs, in cooperation with the College of Marin Foundation.

CP4. Supplement cost of new programs with College of Marin general fund money.

Alternative Uses (AU)

AU1. Lease existing or newly constructed space within the perimeter road to private businesses interesting in business-academic partnerships at IVC, and partner with other educational institutions. These facilities should be confined to the core developed area at IVC (within the existing perimeter road). This alternative is directly related to the Academic and Business Partnerships option.

AU2. Re-designate as "restricted open space" the area outside the perimeter road that is now perceived as open space. This area is not required to meet any current or foreseeable *educational* requirements of the college district. Moreover, it could not be developed for non-educational uses without approval of the Novato planning process. The sentiment of Novato residents and their elected officials is that this undeveloped part of the campus formally be re-designated as open space, as was the intention of the Rowland family when the land was sold to the college district. The area is characterized by slopes and ridgelines, trails, and native vegetation, all of which are protected by the Novato General Plan. Zoning the area as open space will ensure it can be used for recreational purposes by future generations.

AU3. Some members of the task force believe that trustees should consider student housing within the perimeter road at IVC. However, the trustees should be aware that pursuing this option may lead to extensive delays associated with environmental and jurisdictional questions. The majority of task force members therefore do not recommend student housing at IVC. Moreover, if the trustees nevertheless decide that student housing at IVC is essential to the educational programs or academic mission of the College of Marin, then the task force believes that student housing at the Kentfield campus should be simultaneously built.

SECTION V: APPENDICES

Appendix A

Offerings at Nearby Community College

Appendix B

Marin Independent Journal article, Dominican University program

Appendix A: College of Marin Indian Valley Campus, Bay Area Community College Program Offering Comparison

College and Location	Sustainability and Environment 1-5 program offerings	Sustainability and Environment 6 + program offerings	Health and Wellness 1-5 program offerings	Health and Wellness 6 + program offerings	Technology 1-5 program offerings	Technology 6 + program offerings	Notes
College of Marin, Kentfield and Novato			●		●		2 campuses
Santa Rosa Junior College, Santa Rosa and Petaluma		●		●		●	2 campuses
Napa Valley College, Napa	●			●		●	
Contra Costa College, San Pablo			●			●	
Diablo Valley College, Pleasant Hill	●			●	●		
Los Medanos College, Pittsburg			●		●		
College of Alameda, Alameda	●		●				
Laney College, Oakland	●		●		●		
Merritt College, Oakland		●		●	●		
Vista College, Berkeley			●		●		
City College of San Francisco, San Francisco	●			●		●	
Canada College, Redwood City	●		●		●		
College of San Mateo, San Mateo	●		●			●	
Skyline College, San Bruno	●			●		●	
Chabot College, Hayward							no related offerings
Las Positas College, Livermore	●		●			●	
Ohlone College, Fremont							
DeAnza College, Cupertino	●			●		●	
Foothill College, Los Altos Hills	●			●		●	
Evergreen Valley College, San Jose			●		●		
San Jose City College, San Jose	●		●		●		
Mission College, Santa Clara	●		●			●	
West Valley College, Saratoga	●		●		●		
Cabrillo College, Aptos		●		●		●	

Note: Excludes common programs such as: math, physics, biology, chemistry, business administration, physical education, etc.

Marin Community College District

College of Marin, Novato

Health and Wellness

- Dental Assisting: Registered
- Early Childhood Education
- Health Education
- Medical Assisting
- Nursing Education: Registered

Sustainability and Environmental

- Environmental Landscaping
- Environmental Science
- Geology
- Landscape Management

Technology

- Computer Information Systems
- Computer Science
- Electronics Technology
- Engineering
- Multimedia Studies

Sonoma County Community College District

Santa Rosa Junior College, Santa Rosa

Health and Wellness

- Child Development
- Dietetic Technology
- Food/Nutrition
- Dental Assisting
- Emergency Medical Care
- Health Care
- Health Education
- Microbiology
- Medical Assisting
- Nursing
- Radiologic Technology (X-Ray)

Sustainability and Environmental

- Agriculture
- Earth and Space Sciences
- Environmental Science
- Environmental Studies
- Environmental Technology
- Natural Resource

Technology

- Applied Technology

- Electronic Technology

Napa Valley Community College District

Napa Valley College, Napa

Health and Wellness

- Child/Family Studies
- Associate Degree in Nursing
- Intravenous Therapy
- Emergency Medical Technician
- Psychiatric Technician
- Respiratory Therapy
- Vocational Nursing

Sustainability and Environmental

- Natural Science
- Environmental Technology

Technology

- Computer Studies
- Micro-computer Applications
- Biomedical Electronic
- Communications/CATV Technology
- Electronics Technology
- Telecommunications Technology

Contra Costa Community College District

Contra Costa College, San Pablo

Health and Wellness

- Biotechnology
- Dental Assisting
- Early Childhood Education
- Medical Assisting
- Nursing

Technology

- Computer Information Systems:
- Microcomputer Operator
- Programmer
- Data Entry Operator
- Computer Science
- Electronics: Microprocessor Electronics Technology

Diablo Valley College, Pleasant Hill

Health and Wellness

- Biological and Health Sciences
- Alcohol & Drug Studies
- Biological Science
- Dental Assisting

- Dental Hygiene
- Dental Technology
- Nutrition
- Physical Education

Sustainability and Environmental
- Oceanography
- Horticulture

Technology
- Math & Computer Science
- Computer Science
- Engineering/Eng Tech
- Electronics/Electricity
- Computer Networking

Peralta Community College District

College of Alameda, Alameda

Health and Wellness
- Dental Assisting
- Health Education

Sustainability and Environmental
- Environmental Studies
- Geology

Laney College, Oakland

Health and Wellness
- Health Professions/Occupations

Sustainability and Environmental
- Geology

Technology
- Computer Information System
- Electricity/Electronics Technology
- Environmental Control Technology

Merritt College, Oakland

Health and Wellness
- Child Development
- Dietary Manager
- Emergency Medical Technician
- Nurse Aid
- Nursing
- Nutrition & Dietetics
- Physical Education
- Radiologic Technology
- Recreation & Leisure Services

- Vocational Nursing

Sustainability and Environmental
- Environmental Design & Energy Technology
- Environmental Hazardous Materials Technology
- Environmental Management & Restoration Technology
- Environmental Studies
- Forestry
- Landscape Horticulture
- Solid Waste Management Technology

Technology
- Computer Information Systems
- Engineering

Vista College, Berkeley

Health and Wellness
- Biotechnology Program

Technology
- Computer Science Program
- Information Technology Program
- Computer Information Systems Program
- Multimedia Program

San Francisco Community College District

City College of San Francisco, San Francisco

Health and Wellness (School of Health and Physical Education)
- Health Science
- Nutrition Assistant Program
- Physical Education
- Child Development and Family Studies
- Health -- Dental
- Health – Nursing

Sustainability and Environmental
- Earth Sciences
- Environmental
- Horticulture and Floristry

Technology
- Computer and Information Science
- Engineering and Technology
- Broadcast Electronic Media Arts
- Graphic Communication
- Computer and Information Science
- Multimedia Studies

San Mateo County Community College District

Canada College, Redwood City

Health and Wellness
- Early Childhood Education/Child Development
- Health Science Management
- Radiologic Technology

Sustainability and Environmental
- Geology

Technology
- Computer Information Systems
- Multimedia

College of San Mateo, San Mateo

Health and Wellness
- Dental Assisting
- Medical Assisting
- Fitness
- Health Science
- Nursing

Sustainability and Environmental
- Horticulture
- Earth Systems
- Geology
- Oceanography

Technology
- Broadcast & Electronic Media
- Business Information
- Computer & Information Science
- Electronics Technology
- Manufacturing & Industrial Technology
- Multimedia/Web Design

Skyline College, San Bruno

Health and Wellness
- Early Childhood Education
- Medical Transcriptionist
- Fitness
- Recreation Education
- PE Degree
- Allied Health

- Biotechnology
- EMT
- Gerontology
- Health Science
- Respiratory Therapy
- Surgical Technology

Sustainability and Environmental
- Earth Sciences

Technology
- Business Information Systems
- Center for Computer Applications & Office Technology
- Computer Information Specialist
- Web Developer
- Computer Science
- Electronics Technology
- Telecommunications Technology

Chabot-Las Positas Community College District

Chabot College, Hayward

no applicable offerings

Las Positas College, Livermore

Health and Wellness
- Early Childhood Development

Sustainability and Environmental
- Environmental Technology

Technology
- Computer Applications Software
- Computer Network Administrator
- Computer Network Engineer
- Electronics Technology, Communications Systems
- Electronics and Computer Technology
- Radiation Technology

Los Medanos College, Pittsburg

Health and Wellness
- Allied Health Paramedic Program
- Child Development Program

Technology
- eCommerce program
- Computer Science Department

Fremont-Newark Community College District

Ohlone College, Fremont

Health and Wellness (Health Sciences)

- Biological Science
- Nutrition
- Early Childhood Studies
- Health
- Nursing
- Physical Therapist Assistant Program
- Respiratory Therapy
- Respiratory Therapy Mobility

Sustainability and Environmental (Math and Sciences)

- Geology
- Natural Science

Technology (Business and Technology)

- Computer Studies
- Electronics
- Engineering
- Engineering Technology
- Graphic Arts/Computer Graphics
- Multimedia

Foothill-DeAnza Community College District

DeAnza College, Cupertino

Health and Wellness

- Acute Certified Nursing Assistant (ACNA)
- Certified Home Health Aide (CHHA)
- Certified Nursing Assistant (CNA)
- Child Development
- Critical Care Nursing
- EKG Technician
- Licensed Vocational Nursing (LVN)
- Medical Assisting
- Medical File Clerk
- Medical Office Clerk
- Medical Reception
- Medical Records Clerk
- Medical Secretary
- Medical Transcription
- Phlebotomy
- Personal Fitness Trainer
- Physical Therapist Assistant
- Registered Nursing (RN)

Sustainability and Environmental

- Biodiversity Specialist
- Energy Management Technology
- Environmental Compliance
- Environmental Studies
- Waste Management Technology

Technology

- Computer Animation
- Applied Graphics (vocational)
- Business Programming
- Computer Numerical Control (CNC) Machine Operator
- Computer Numerical Control (CNC) Programming
- E-Business
- Electronic Publishing
- Model Making - CAD/CAM
- Network Programming
- Systems Programming
- Technical Communications
- UNIX Operating System
- Visual Basic Programming
- Web Development
- Windows NT Administration
- Windows NT Technical Support

Foothill College, Los Altos Hills

Health and Wellness

- Athletic Injury Care
- Biological Sciences
- Biotechnology
- Child Development
- Paramedic
- Biotechnology
- Dental Assisting
- Dental Hygiene
- EMIT - Electromechanical Integrated Technology
- Emergency Medical Technician - Paramedic Engineering
- Paramedic Pharmacy Technician
- Physical Education / Human Performance
- Primary Care Associate
- Radiologic Technology
- Respiratory Therapy

Sustainability and Environmental

- Ornamental Horticulture - Landscape Horticulture
- Ornamental Horticulture - Nursery Management

Technology

- Computer Science
- Engineering
- Graphic Design and Computer Graphics
- Photography and Digital Imaging
- Data Communications & Network Management
- Database Management
- Interactive and Multimedia Technologies
- Internet Technology

San Jose/Evergreen Community College District

Evergreen Valley College, San Jose

Health and Wellness

- Health Education

Technology

- Business Information Systems
- Computer & Information Systems
- Computer Science

San Jose City College, San Jose

Health and Wellness

- Dental Assisting
- Emergency Technician
- Health Education

Sustainability and Environmental

- Geology

Technology

- Electronics
- Laser and Vacuum Technology
- Semiconductor Manufacturing Technology
- Computer Applications
- Computer Information Systems

West Valley-Mission Community College District

Mission College, Santa Clara

Health and Wellness

- Biological Science
- Child Development
- Health Occupations
- Nutrition
- Physical Education

Sustainability and Environmental

- Environmental Technology

Technology

- South Bay Regional New Media Center
- Computer Applications
- Computer Information Systems
- Computer Network Technology
- Computer Labs
- Computer Electronics Technology-CET
- Graphic Design and Multimedia
- Semiconductor Manufacturing Technology
- Cisco Network Academy Program:
- Computer Network Technology(CNT)
- Unix System Administration Certificate Program (CIS)

West Valley College, Saratoga

Health and Wellness

- Child Study
- Health Care Technologies

Sustainability and Environmental

- Landscape Architecture
- Park Management
- Geology

Technology

- Computer Applications: Computer Arts: Animation, Desktop Publishing, Digital Media
- Computer Information Systems
- Network Communications LAN

Cabrillo Community College District

Cabrillo College, Aptos

Health and Wellness

- Health Occupations
- Health
- Physical Education
- Recreation and Dance
- Dental Hygiene
- Early Childhood Education
- Medical Programs:
- EKG Technician
- Medical Assistant
- Medical Insurance Specialist
- Medical Receptionist
- Medical Transcription
- Phlebotomy Technician
- Nursing (Associate Degree)

- Radiologic Technology

Sustainability and Environmental

- Biology
- Environment
- Construction & Energy Management
- Horticulture
- General and Crop Production
- Greenhouse Design and Management
- Landscape Horticulture
- Vocational Gardening

Technology

- Computer Science

University of California, Davis: Extension Offerings

Courses offered in Davis and Sacramento

Sustainability and Environmental

- Agriculture
- Food Science
- Pest Management
- Professional Landscape Management
- Environmental Management, Land Use and Science
- Land Use and Environmental Planning
- Life Sciences
- Natural Resources

Technology

- E-business Strategy and Management
- Information Technology
- Computer Office Systems Management
- Computer Programming
- Database Design, Development and Management
- Information Systems Analysis
- Intensive Certificate Program in Database Design, Development and Management
- Intensive Certificate Program in Information Systems Analysis
- MCSE/Windows 2000 Core Exam Preparation
- Multimedia
- Network Administration and Management
- Network Cabling
- Routing and Switching Technologies
- Unix System Management
- Web Page Design
- Web Site Design
- Web Site Development
- Science and Engineering
- Cisco Networking
- Digital Media (DM):
- Digital Publishing
- eCommerce Skills
- Multimedia
- Web Production Skills
- Computer Animation

Appendix B: Dominican University article
from the Marin Independent Journal; Sunday, November 5, 2000

Dominican's new major in e-business taking off

By Carolyn R. Saraspi
IJ reporter

Joining other higher learning institutions around the country, Dominican University in San Rafael has added a new e-business major this semester to teach students how to do business on the Web.

The new major was two years in the making and is a result of the Bay Area's high-tech boom.

"It gives students a chance to do a full undergraduate degree that prepares them for work in business," said Boris Porkovich, dean of the university's School of Business and International Studies. "No one else in the Bay Area does a full undergraduate degree

See Dominican, page A10

Dominican

From page A1

that is really specifically focused on e-business."

The e-business program is closely aligned with the university's digital arts program, also new this year.

Originally, Dominican was going to offer one interdisciplinary degree that combined both e-business and digital arts.

But, a survey of the university's resources showed that students needed more in-depth classes on how technology was changing business interactions, said Elaine Artman, coordinator of the e-business program.

The e-business major adds five new classes to the degree's core curriculum of fundamental business courses in marketing, management, finance and communication.

In the electronic communication class added this semester, students discuss technology topics and get assignments online from teacher Americ Azevedo.

"To me, the leading edge right now is mixing reality with online," Azevedo said. "I think it's a benefit spending real class time online because it forces them online. They're going to have to be there in cyberspace and join me."

Artman said one of the challenges of the new major is that students cannot use textbooks. Because technology changes so quickly, once a book is published and reaches the classroom, its information is obsolete.

"We use current readings off the Web and a lot of research studies," Artman said. "We also have a lot of speakers from the industry."

For their senior thesis project, both e-business and digital arts students will work together in creating an online business.

"Art is the vehicle for e-commerce — you need art for the visualization," said Jim Fowler, coordinator of the digital arts program.

Dominican is part of a national trend of universities integrating e-commerce into the business school curriculum.

Over the past few years, institutions such as Carnegie Mellon University in Pennsylvania and Claremont Graduate University in Southern California began e-commerce programs at the graduate level. But this school year has seen a rise in undergraduate majors, said Jay Kridel, director of member services for St. Louis, Mo.-based AACSB-The International Association for Management Education. The nonprofit group, which accredits business administration and management programs, has begun posting information on its Web page about e-business offerings at more than 900 member colleges and universities worldwide.

When e-commerce was emerging two to three years ago, many professionals were returning to school to make the transition to conducting business over the Internet, Kridel said.

Since then, graduate programs have been packed and more entry-level positions are requiring applicants to have some background in e-business.

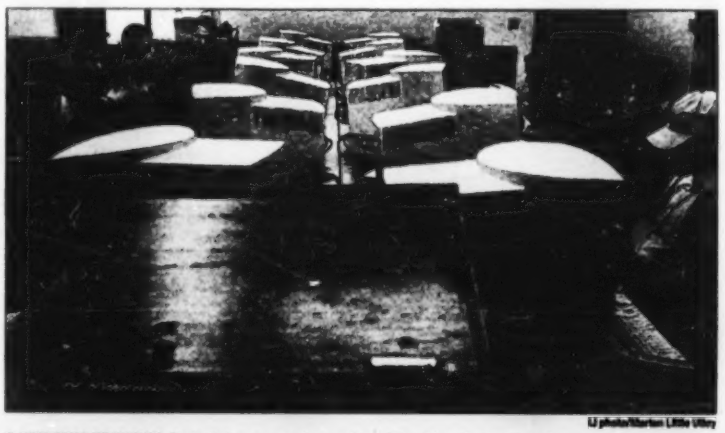
In addition, schools such as San Francisco State University have started e-commerce research centers where students can obtain internships and get assistance with projects.

"Regardless of its size, a school that is recognizing the importance of including e-commerce and e-business topics in their programs and degrees is one that's going to be well-connected to the business environment," Kridel said.

To make sure its undergraduate degree program stays in touch with current technology, Dominican is forming an advisory board of professionals from different sectors of the industry. It also hopes to form partnerships with major companies in Marin, Silicon Valley and throughout the Bay Area.

Artman and Dean acknowledge that the e-business major may not have a long life span as more and more companies do business over the Web, blurring the distinction between e-business and business in general.

"That's something we'll have to look at down the road," Dean said. "Perhaps (the e-business curriculum) will be folded into a regular business degree. But what we call it in the future, who knows?"



IJ photo/Marlon Little Utley

E-BUSINESS PROGRAM: Students in a communication class at Dominican University work on an assignment presented to them from an instructor who was in Los Angeles.

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